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Class. CHANGED TO: TS S **(C)**

DDA Memo, 4 Apr 77

Auth: DDA REG. 77/1763

Date: 010278 By: 025

Approved For Release 2001/10/30 : CIA-RDP76-00011A000400120004-5

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15 November 1955

MEMORANDUM FOR: Director of Training

SUBJECT: First-Year Appraisal of Basic School

1. The Basic School has now completed its first full year of operations, and it seems appropriate to summarize some of the facts and the implications, as they appear to us, of our experience to date.

2. Our efforts during the year have been directed toward three major objectives: (a) development of a sense of institutional identity within the School, and with respect to the School among its organizational counterparts; (b) continuous evaluation of instruction, and timely modification of programs as necessary to keep them responsive to requirements; (c) development of individual staff members, in the interests of their Agency careers and to increase the capability of the School to maintain current programs and undertake additional responsibilities. I believe good progress has been made in all three respects.

3. The first of these objectives has involved both the tangibles of performance and the intangibles of morale. The task has been to make a coordinated group out of individual specialists; to develop a broadened organizational perspective within which to exercise one's natural loyalty to a particular program or subject-matter field; and to do our jobs well enough to merit recognition and acceptance among associates in OTR and the Agency. The staff is good and contains no drones. Various administrative actions, notably the Wage and Classification survey, have clarified the nature and distribution of responsibilities, internal organization and operating relationships, and have equalized the grade structure in the School in relation to the general OTR pattern. A spirit of constructive cooperation has existed from the start, and the staff finds no difficulty in adjusting flexibly to the requirements placed upon it. Morale is good; the level of performance is generally high; and the School's organizational existence appears to be justified.

4. The details of program accomplishments are set forth in the attached summary. Obviously a great many of these developments have come about as a result of factors external to the Basic School, in OTR or in the Agency as a whole. But some have resulted from the initiative of the various faculty groups, and all have been affected in some degree by the staff's readiness to accept change, their

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awareness of and regard for customer requirements and reactions, and staff cooperation in working out changes and running expanded activities. Another significant factor, which Basic shares with the other Schools, is a well-developed process of internal self-criticism, resulting in self-imposed standards of performance which maintain program vitality. It is worthy of note that the School has not failed to meet a requirement placed upon it, and no scheduled course for which there was a demand has ever been cancelled.

5. The development of individual staff members, and through them our total capability, is a continuing objective consistent with the OTR approach to supervision and career management. The details of Basic School action in this respect are so well documented as to require no further elaboration. Examples of internal reassignments for development purposes, use of the understudy system, assignments to internal and external training, and particular supervisory attention to individual cases, are to be found in all parts of the School. What we are after performance-wise is a staff which, individually, has a primary specialization plus enough versatility in other fields to be able to help where help is needed; and career-wise, people who can expand progressively their potential usefulness in the Agency as a whole.

6. The end of this first year finds the Basic School with no immediate administrative problems not shared by OTR as a whole. These common problems impose some limitations, but we see a number of program tasks immediately ahead on which we will take action. These include:

a. For Basic Orientation - To work out a method for better adaptation of the Communism phase to the realistic needs and abilities of the varied students.

b. For Management and Supervision - (1) To step up efforts to give basic training in these fields to as many as possible of the estimated 2000 supervisory and middle-management personnel who have not yet had it; (2) to develop a consistent program of follow-up on trainings; (3) to test a new evaluation scheme produced by ASE; (4) to finish selling the Management Conference idea (e.g. to OTR), to present it successfully, and assess the results in terms of acceptance, effort required, and future capability.

c. For Administrative Training - (1) To test thoroughly the 5-week Operations Support, utilizing the new comprehensive case, and to continue the present close coordination with related Operations School courses; (2) to complete the Finance

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d. For Orientation and Briefing - To improve provisions for the part-time support, through additional help, of the Dependents' Briefing Program, and to prepare for appropriate review a proposal for a similar program for dependents of Headquarters employees.

e. For Clerical Training - To review and reevaluate the entire program in the light of Agency requirements and our present and prospective capabilities.

f. For Other Activities - To develop a new approach to, and additional capability for, basic training in effective writing.

All of these tasks are presently under study and/or at some stage of action.

7. Essentially this year has been devoted to shaking down the activities we now have, with concentration upon doing the best we could with the means at hand. Out of this experience has come some consideration of long-range plans and desirable lines of future development. We recognize, however, that the practicality of long-range proposals will be conditioned by the outcome of some current administrative problems and by further developments in OTR planning. Our suggestions for the future, therefore, will be the subject of a later statement.

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Chief, Basic School

Attachment:

Summary of Program Accomplishments

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